



Kentucky Department of Education

Writing Program Review

Draft—January, 2010



Curriculum and Instruction

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Demonstrator: The school implements a guaranteed and viable curriculum which provides innovative opportunities for ALL students to develop and refine complex 21st century communication skills in all of their learning.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> • School leadership and staff collaborate regarding curriculum, instruction and progress both vertically and horizontally (e.g. from grade to grade, from sending school to receiving schools and colleges, from school to school). • Teachers’ unit and lesson plans reflect a variety of experiences for students to communicate authentically while learning to apply complex 21st century skills. • The curriculum is aligned to state and national standards and aligned to meet the College and Career Readiness Standards upon graduation. • The curriculum is aligned vertically and horizontally. • Teachers and students have access to and demonstrate competency with technology, communication tools and applications, and resources. • Students use computers, laptops, PDAs, Netbooks on a regular basis in the classroom. • Students use and integrate multiple applications (e.g. Word, Excel, graphics) to enhance meaning. 	<ul style="list-style-type: none"> • Documentation of innovative opportunities and programs for student to demonstrate communications skills both within and outside the school (e.g., Vodcasts, PowerPoint, keynote presentations podcasts, formal essays, presentations, movies and documentaries, wiki’s, blogs) • Curriculum documents that show continuity across grade levels and among schools

Demonstrator: The school develops and communicates with families and other stakeholders an implementation plan for the writing and communications program and curriculum.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> • Student performance expectations are clear and public. • Ownership is shared across the school in the development and communication of the implementation plan. • Standards, expectations, and exemplary products are shared in multiple venues (e.g. parent meetings, public forums, web site). 	<ul style="list-style-type: none"> • Communications to families and other stakeholders • Web site

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Demonstrator: Teachers implement a rigorous communications curriculum where students use reflective, creative, analytical and innovative thinking to demonstrate disciplinary understanding and interdisciplinary connections.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> • Portfolios, collections of student writing and communications from all content areas, are maintained for all students and follow students from grade to grade. • Writing is explicitly taught as teachers focus on skill development through mini-lessons and specialized learning opportunities across all content areas. • Explicit instruction is provided in developing ideas and thesis, focusing on purpose, supporting ideas through details, evidence and research, organization, sentence structure, word choice/diction, grammar, and conventions across content areas. • Students communicate for multiple reasons (to learn, to clarify thinking, to demonstrate learning). • Students communicate authentically for multiple purposes (to narrate, to persuade, to inform, to describe), and using a variety of forms and media. • Communication is integrated with all the strands of literacy (reading, writing, speaking and listening) across the curriculum. • Teachers’ focus on communication skills is scaffolded, strategic, and developmentally appropriate. • Students research burning questions, developed from their own interests and wonderings, and communicate their learning. • Students use the research process, including the evaluation, interpretation and synthesis of multiple sources, and consider visuals and other data. • Students acknowledge sources for research at the elementary 	<ul style="list-style-type: none"> • Student work samples • Examples of explicit writing instructional activities

<p>level and cite sources at the middle and high school levels to avoid plagiarism.</p> <ul style="list-style-type: none"> Teachers provide students with opportunities for choices (e.g., self-selection of questions, topics and how to communicate their learning). 	
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<p>Demonstrator: Students are provided with opportunities across the curriculum to engage in a process of thinking and communicating that includes exploration, planning, drafting, revision, editing and sharing of ideas and products.</p>	
<p>Fully Functioning Characteristics</p>	<p>Examples of Evidence</p>
<ul style="list-style-type: none"> Teachers’ units and lessons reflect intentional planning that fosters students’ use of thinking and communication skills in the service of learning (e.g., think-alouds, collaborative writing, discussions, modeling). Teachers provide opportunities for students to approach writing through individual writing processes. Students select, explore, develop and refine their ideas and products. 	<ul style="list-style-type: none"> Student work samples that demonstrate process

Demonstrator: Students' communication skills are developed and demonstrated through collaboration and feedback.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> • Students discuss and share their ideas and work with peers and others. • Students participate in teacher/student and peer/peer conferences. • Students use models and other resources to improve their work. • Students use feedback to make decisions about revisions to their work. • Students revise based on teacher and peer commentary. • Students participate in collaborative teams to achieve learning goals. • Students regularly reflect on their learning goals to celebrate accomplishments and revise goals. 	<ul style="list-style-type: none"> • Student work that reflects feedback and/or revision • Student reflections on feedback and decisions about revisions

Demonstrator: Schools provide accelerated learning, enrichment and interventions in communications skills to meet students' individual learning needs.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> • Students are provided with opportunities and choices in learning. • Schools offer elective and enrichment opportunities that enhance writing and communication (e.g., journalism, drama clubs, literary magazines, writing and speech contests). • Schools develop a system of interventions to meet students' individual needs. • Schools encourage students to publish/share their work (e.g., newsletters, newspapers, web sites, speech/writing competitions/opportunities). 	<ul style="list-style-type: none"> • Master schedule of interventions • Communications of clubs, enrichment activities, contests

Formative and Summative Assessment

“Formative assessment” means a process used by teachers and students during instruction to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes.

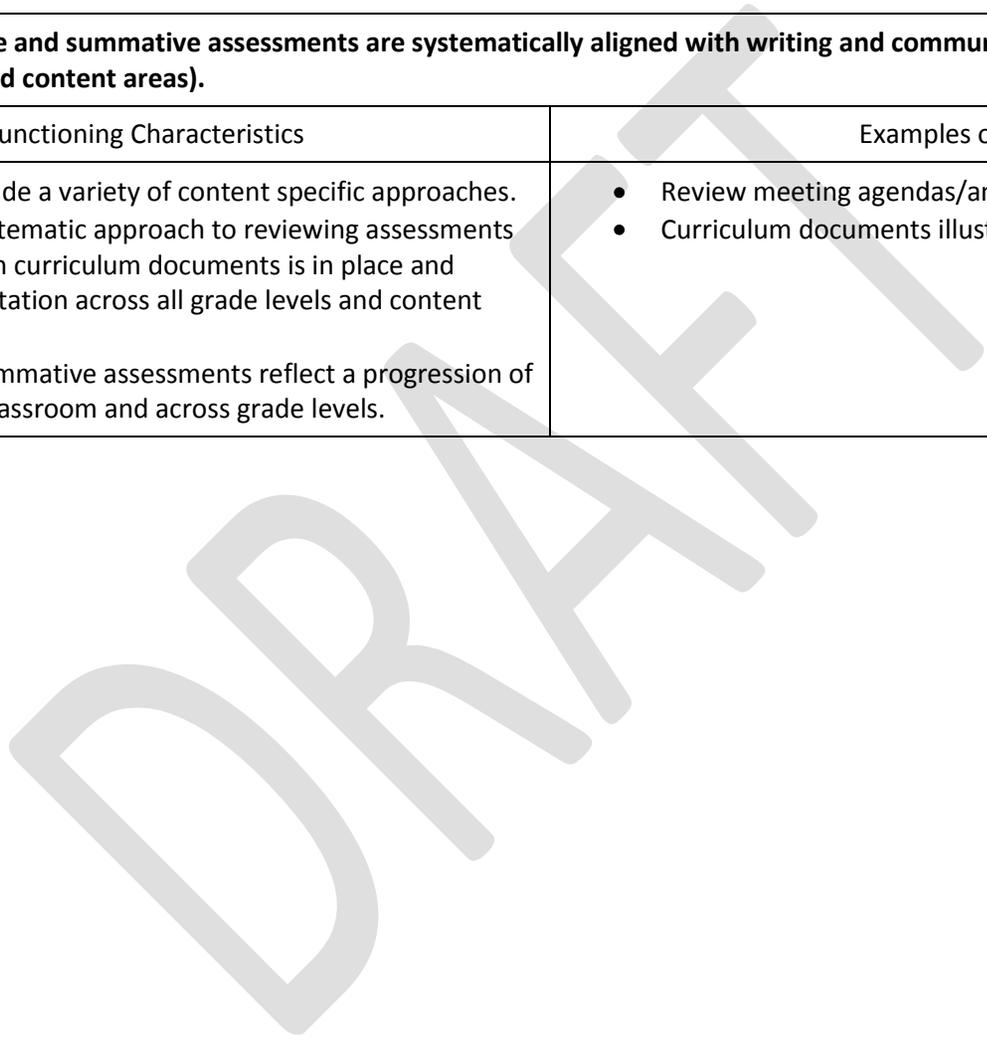
“Summative assessment: means an assessment given at the end of the school year, semester, or other period of time to evaluate students’ performance against content standards within a unit of instruction or a course.

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<p>Demonstrator: Formative and summative assessments are ongoing assessments embedded in instruction for both writing and communications processes and products. Summative assessments allow measurements of student successes in each writing and communication standard.</p>	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> • Students are assessed on their individual approaches to writing processes. • Students are provided time necessary to revise and apply learning through the writing process before end products are assessed. • Units of study include appropriate multiple methods of formative assessment. • An interactive portfolio of student’s communications, including drafts, completed pieces, three types of writing, and a variety of purposes and forms, is used in the classroom to inform instruction. • Feedback on progress of communication skills is provided to individuals, groups, and whole classes in every content area. • Feedback on collections in student portfolios informs students of writing and communications strengths and areas for improvement. • Students are guided through regular reflection on their writing work in all classrooms concerning their ability to communicate effectively in writing in a way that is appropriate for that discipline. • Summative assessments are aligned with state and national standards for writing/communications. • Teachers deconstruct standards to determine specific learning objectives and align both instruction and assessments with those objectives. 	<ul style="list-style-type: none"> • Unit plans, including all assessments • Descriptive feedback on assessments

Demonstrator: Formative and summative assessments of students’ writing and communication skills inform instruction in and across all classrooms for all students.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> • Teachers work collaboratively to develop a variety of writing assessments. • Teachers collaboratively review assessments and samples of student responses for vertical as well as horizontal alignment with standards. • Student’s writing processes as well as products are formatively and summatively assessed. • Assessments are analyzed by teachers for appropriate differentiated instruction planning and intervention. • The school provides teachers/staff with professional growth opportunities on formative and summative assessment processes of writing and communication skills appropriate for every content and student. • School leaders regularly review assessment data and revise professional learning opportunities for teachers. • Students use reflection on writing to set goals that are appropriate for them and meet writing standards. • Students regularly use peer and teacher feedback to reflect upon progress toward their goals and apply learning. • Teachers use students’ reflections in collaborative assessment discussions across classrooms. 	<ul style="list-style-type: none"> • Teacher and peer responses to student work • Conferencing notes • Instructional planning notes based on assessments

Demonstrator: Formative and summative assessments are systematically aligned with writing and communications standards school-wide (across all grade levels and content areas).	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> Assessments include a variety of content specific approaches. A school-wide systematic approach to reviewing assessments for alignment with curriculum documents is in place and includes representation across all grade levels and content areas. Formative and summative assessments reflect a progression of skills within the classroom and across grade levels. 	<ul style="list-style-type: none"> Review meeting agendas/analysis Curriculum documents illustrating alignment with standards



Demonstrator: Formative and summative assessments of writing and communication skills foster ownership by providing students with opportunities to decide how to communicate what they've learned.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> • Students use reflection on writing to set goals that are appropriate for them and meet writing standards. • Interactive portfolios show evidence of student choices through prewriting work, drafts, feedback, final pieces and publication. • Teachers and students co-develop scoring guides/rubrics. • Students are provided models that demonstrate specific learning objectives and are involved in self-assessing achievement of those objectives. 	<ul style="list-style-type: none"> • Finished drafts with rough drafts, notes, lists, etc. • Student reflections/self-assessments • Scoring guides/rubrics co-developed by teachers and students

Professional Development and Support Services

Demonstrator: A Site-Based Decision Making (SBDM) council appointed team, with the principal participating, shall review the writing and communications program at least annually to generate a professional development action plan.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> The professional development action plan supports the school’s writing vision for literacy (reading, writing, speaking, listening and observing). The plan is designed to meet the needs of the school and the criteria of the district, to meet the long-term vision for the school’s writing and communications program, and is communicated to all invested stakeholders. 	<ul style="list-style-type: none"> Writing professional development action plan including justification for plan components Communication of action plan to stakeholders through a variety of modes (student conferences, web sites, newsletters, etc.)

Demonstrator: The principal and staff shall promote high quality writing and communications instruction through implementation of the professional development action plan.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> • The principal and staff collaboratively evaluate and reflect on the impact of the writing and communication instructional practices of the school. • The school shall develop a process of review to guide and inform professional development action plan. • The staff utilizes technology school-wide as a tool to enhance writing instruction and student communication. 	<ul style="list-style-type: none"> • Professional growth plans • Results of analysis of students’ writing products

Demonstrator: Teacher leaders (department chairs, writing leaders, instructional coaches, resource teachers, classroom teachers) shall provide support through resources, modeling, planning, and analysis of writing.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> • Schools utilize teacher leaders to implement professional development. Leaders differentiate support according to the developmental stages of adult learners (orientation/awareness, preparation/application, implementation/management, and refinement/innovation). • Professional development shall be on-going and provide systematic implementation of the school’s professional development action plan. 	<ul style="list-style-type: none"> • Professional development schedule • Professional development agendas/reflections

Demonstrator: Classroom teachers and support staff shall participate in on-going, job-embedded, research based professional development opportunities that enhance their delivery of high quality writing and communications instruction.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> • Teachers engage in on-going professional development opportunities that enhance their ability to deliver effective appropriate instruction that improves student communication skills for a 21st century global society. • Self-reflection and student performance drives the professional growth of teachers. • New teachers/staff are informed and supported to implement research based writing and communications instruction. 	<ul style="list-style-type: none"> • Individual professional growth plans • Action research

Administrative/Leadership Support and Monitoring

Administrative/Leadership Support and Monitoring

Demonstrator: The SBDM council, or a committee appointed by the principal if there is no council, shall monitor implementation of policies concerning a school’s writing and communications program.	
Fully Functioning Characteristics	Examples of Evidence
<p>SBDM</p> <ul style="list-style-type: none"> • Ensures the writing and communications program complies with statutory and regulatory language. • Analyzes data, including formative and summative assessment data, demonstrating implementation of the school’s writing and communications program to determine the program’s effectiveness. • Facilitates improvements to the program based on data analysis. • Ensures opportunities and access to curriculum are available to all students. • Monitors effectiveness of staffing allocation decisions for supporting the school’s program. • Monitors availability of resources for supporting the school’s program. • Monitors the use of instructional time for supporting the school’s program. 	<ul style="list-style-type: none"> • SBDM policies • Revised writing plans/programs

Demonstrator: School leadership shall guide implementation of the school-wide writing and communications program through a long-term common vision for the program.	
Fully Functioning Characteristics	Examples of Evidence
<p>School leadership (principal, vice principal, curriculum coordinators, etc.)</p> <ul style="list-style-type: none"> • Communicates expectations with staff for implementing the school writing and communications program. • Supports teachers and staff in developing, implementing, and monitoring a long-term vision for literacy (reading, writing, speaking, listening and observing). • Promotes a building wide culture that fosters student success as critical thinkers, problem solvers, and effective communicators. • Promotes a culture where staff and students alike participate in writing and communicating in the school community. • Provides leadership in adopting 21st century writing and communication skills. • Provides support to new teachers/staff for implementing the school’s vision. • Participates fully in professional development related to the school’s program. • Identifies strengths in faculty and supports sharing of instructional ideas and expertise. • Empowers teachers to collaborate on instructional decisions to develop students’ communication skills. • Utilizes teacher leaders in supporting implementation of the school’s program. 	<ul style="list-style-type: none"> • Principal communications (i.e., e-mails, memos, walk through feedbacks, agendas, presentations) • Authentic experiences that incorporate writing with other disciplines • School publications that include student and/or teacher writing

Demonstrator: Teacher leaders (department chairs, writing leaders, instructional coaches, resource teachers, classroom teachers) shall assist administration in implementing the school’s writing and communications program.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> • Participates fully in professional development to support role as teacher leader. • Provides professional development when and where appropriate for the school staff. • Communicates professional learning with staff related to the school’s writing and communications program. • Collaborate with and empower teachers to share their expertise related to writing and communications. • Supports leadership in monitoring the implementation of the school’s writing and communication program. 	<ul style="list-style-type: none"> • Documentation of professional learning activities (coaching notes, agendas).

Demonstrator: There is evidence of an on-going monitoring system in place to support teaching and learning of writing and communications skills.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> • A monitoring system is developed and regularly used to provide feedback to teachers for instructional growth. • A monitoring system is developed and regularly used to provide feedback to students for learning. 	<ul style="list-style-type: none"> • Plan for instructional growth based on analysis • Analysis of monitoring system(s)